

**THE DIFFERENCE ON MASTERY OF ADVERBS OF MANNER
IN SENTENCES BETWEEN MALE AND FEMALE
AT THE SECOND YEAR STUDENTS
OF SMPN 4 SIAK HULU**



By

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ABSTRAK

Riyanti Nasution.2010. Perbedaan penguasaan adverbs of manner pada kalimat kalimat antarasiswa laki-laki dan perempuan di SMPN 4 Siak Hulu kelas dua.

Berdasarkan pengamatan penulis di SMPN 4 Siak Hulu, ditemukan bahwa sebagian besar dari siswa perempuan menyukai pelajaran bahasa inggris. Mereka dapat memahami pelajaran bahasa inggris lebih cepat daripada siswa laki-laki. Mereka mempunyai motivasi yang tinggi dalam pelajaran bahasa inggris dibandingkan siswa laki-laki. siswa laki-laki dan perempuan di SMPN 4 Siak Hulu belajar dalam satu kelas yang sama dan guru telah mengajarkan grammar.

Formulasi masalah sebagai berikut: bagaimana penguasaan adverbs of manner siswa laki-laki dan perempuan pada kalimat dan apakah ada perbedaan yang signifikan pada penguasaan adverbs of manner dalam kalimat di SMPN 4 Siak Hulu Kelas dua.

Penelitian ini merupakan perbandingan antara siswa laki-laki dan perempuan. Penelitian ini dilakukan di SMPN 4 Siak Hulu. Subjek penelitian ini adalah siswa laki-laki dan siswa perempuan di SMPN 4 Siak Hulu kelas dua, dan objek penelitian ini adalah penguasaan siswa pada adverbs of manner pada kalimat di SMPN 4 Siak Hulu kelas dua. Populasi penelitian ini 30 siswa. 15 dari siswa laki-laki dan 15 dari siswa perempuan. Teknik pengumpulan data adalah tes untuk mengetahui penguasaan siswa laki-laki dan perempuan pada adverbs of manner pada kalimat dan untuk mengetahui perbedaan penguasaan siswa laki-laki dan perempuan pada penguasaan adverbs of manner pada kalimat di SMPN 4 Siak Hulu kelas dua.

Hasil t-observe lebih tinggi dari pada t-table = $2.05 < 3.539 > 2.76$. Hipotesa nol (H_0) ditolak dan hipotesa alternative (H_a) diterima. Ini artinya ada perbedaan yang signifikan antara siswa laki-laki dan perempuan pada penguasaan adverbs of manner dalam kalimat.

Pekanbaru, Januari 2010

ABSTRACT

Riyanti Nasution 2010. The Difference on Mastery of Adverbs of Manner in Sentences between Male and Female at the Second Year Students of SMPN 4 Siak Hulu.

Based on writer observation in SMPN 4 Siak Hulu, found that most of the females like studying English. They can understand English more quickly than male student. They have high motivation in learning English than male students. Both male and female students at SMPN 4 Siak Hulu study in the same class and the teacher has taught them English grammar subject, although they have studied English grammar especially about “adverbs of manner”, some of them still get difficulties in using “adverbs of manner”.

The formulation of the problem as follow: How is male and female students` mastery on adverbs of manner in sentences and is there any significant difference on mastering adverbs of manner in sentences between male and female at the second year of SMPN 4 Siak Hulu.

This is comparison research. This research was carried out at SMPN 4 Siak Hulu. The subject of this study are two groups, the second year of male and female students at SMPN 4 Siak Hulu, and the object of this research is the mastery of adverbs of manner in sentences. The populations of this study are 30 students.15 from male students and 15 from female students. The technique of collecting data is test to know the students mastering on adverbs of manner in sentences between male and female students and to know the significant difference in the mastery on adverbs of manner in sentences at the second year of SMPN 4 Siak Hulu.

The result of the research t-observe is higher than that in the t-table = $2.05 < 3.539 > 2.76$. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) accepted. It means that there is a significant difference between male and female students` mastery of adverbs of manner in English sentences.

Pekanbaru, January 2010

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CHAPTER I

INTRODUCTION

A. The Background

In structure course, the students study all aspect of English grammar, such as tense, clauses, preposition and part of speech. According to Philips, D. (1989: 167) there is eight parts of speech. They are: noun pronoun, verb, adjectives, preposition, conjugation, and article.

Murphy, R. (2001:178) says Adverbs tell how something happens or somebody does some thing. Example: *train stop suddenly, I open the door slowly, please listen carefully, I understand you perfectly*. In addition, he also states that not all words ending in-ly are adverbs. Some adjective ending in-ly too, for example: friendly, lively, elderly, lonely, and silly, Murphy, R. (1998:198)

Krohn, R. (1986:89) states that in general, adverbs of manner have an-ly ending. The common exceptions are: *good, fast, hard, and loud*. Related to that statement Philips, D., (1989:196) states that there are many adverbs that do not end in-ly. These adverbs can be recognized from their meanings. They can describe when some thing happens (*often, soon, later*), examples: *he is often come late, she will come soon, and the meeting will be continued later*. Describe how some thing happens (*fast, hard, well*), examples: *Runner run fast, his father work hard, and the machine run well*. Or describe where some thing happens (*here, there, nowhere*),

examples: *yesterday, they study her;; you will meet him there; and nowhere the cases will be presented.*

The advantage of study adverb of manner is to understand the meaning of the text, find some information on the text, find social function and express the meaning of the text. Therefore it is very important to the students to know and master about the adverbs of manner, because they often find it in toefl test, school examination, and English text sentence in conversation.

Male and female students are different in specific ability. Papalia and Olds (1985, in Lisya Rivianti Zikra:3), state that male and female are different in some specific abilities such as verbal ability. Women are superior in verbal ability than man. Myer (1987, in Lisya Rivianti Zikra:3) states that women are not only superior in verbal ability, but also in using sentences and variety words. Women usually do better than men for verbal fluency. Papalia and olds (1985, in Lisya Rivianti Zikra:3) state that females outperform males in reading, speaking, spelling and grammar. They start to talk earlier and do better on vocabulary.

Based on writer observation in SMPN 4 Siak Hulu, She found that most of the females like studying English. They can understand English more quickly than male student. They have high motivation in learning English than male students.

Both male and female students at SMPN 4 Siak Hulu study in the same class and the teacher has taught them English grammar subject. Although they have studied English grammar especially about “adverbs of manner”, some of them still get difficulties in “adverbs of manner”.

Based on curriculum of KTSP, in SMPN 4 Siak Hulu, students are expected be able to identify words and structure in the text, and identify generic structure on the text .

Based on writer observation at grammar session in the English classroom toward mastery on adverb of manner between male and female students at second year of SMPN 4 Siak Hulu during teaching and learning process, the writer found some problem as follows:

1. Male and female students make mistakes in using adverbs of manner.
2. Some of male and female students are still confuse use adverbs of manner
3. Some of female students are more active then male students.
4. Male students answer teacher's question more quickly than female students.
5. Both male and female students seldom ask the teacher when they faced the difficulties in understanding English material that is given by the teacher.
6. Male students do not learn English seriously.

Based on the phenomena above, the writer is interest in carrying out a research entitled **“The Difference on Mastery of Adverbs of Manner in Sentences between Male and Female at the Second year students of SMPN 4 Siak Hulu”**.

B. The Problem

1. The Identification of The problems

The problems can be identified as follow:

1. Do both male and female students make mistakes in using adverbs of manner?
2. Do some of female students are more active then male students in learning English?
3. Do male students answer teacher's question more quickly than female students?.

2. The Limitation of the Problem

In this research, the writer will not study all problems, but she limits the problems focused on the students' mastery on adverbs of manner between male and female students.

3. The Formulation of the Problem

Based on the limitation above, the writer formulates the problems in this research as follow.

1. How is male and female students` mastery on adverbs of manner in sentences?
2. Is there any significant difference on mastering adverbs of manner in sentences between male and female students at the second year of SMPN 4 Siak Hulu?

C. The Objectives and Significance of Study

1. The Objectives

Based on the problem formulated above, the objectives of this research as follows:

1. To find out how is male and female students` mastery on adverbs of manner in sentences?
2. To find out whether there is or non significance difference between male and female mastery of adverbs of manner.

2. Significance of the Study

By doing this research, the writer expects the result of this research may contribute to:

1. The headmaster of SMPN 4 Siak Hulu in making certain rules that related to English teaching and learning.
2. The teachers to select the most appropriate teaching strategy on part of speech like adverbs of manner and method to certain categories of students in teaching English as foreign language.
3. Provide empirical data, evidence and information for the future researchers particularly in term of teaching as foreign language classroom setting.
4. Help the writer enlarge her knowledge in conducting a field research.

E. Definition of the Term

To avoid misunderstanding in reading this paper, it is necessary to define the following term:

1. Difference means way in which two people (male and female students) are not like each other.
2. Mastery means superiority of adverbs of manner at the second year students of SMPN 4 Siak Hulu.
3. Male means students who gentleman, physically powerful, influential, discipline, and active. A gender distinction for male sex students.
4. Female means students who gentle, feminine, sterile, discipline and structures. A gender distinction for female sex students.

CHAPTER II

THEORETICAL FRAMEWORK

The Theoretical Framework

A. The Concept of Mastery

To master something the students should have the special activity or the way in learning, so that to master adverbs of manner, According to Manser (1991:256), mastery means great skill or knowledge. Hornby (1989:766) states that mastery means complete knowledge, great skill. Meaning that, mastery knows completely and detailed about some subject of study. According to Webster's (in Lisya Riviaty Zikra, 2006), mastery means showing the power of skill of master. The positions or authority of a mastery are; dominion; command; supremacy; superiority. If divided by mountains, they will fight of mastery of the passage of the tops (Sir W. Raleigh: 2009). It means that mastery is the capacity of power to perform knowledge or the complete knowledge of the student in learning English especially in mastering adverbs of manner.

B. Adverbs of Manner

If we talk about adverbs of manner, firstly we have to know what is meant by adverbs. According to Manser (1991:6), an adverb is a word that adds information to a verb, adjective, phrase, or another adverb. According to Hornby (1963:14), an adverb is a word that answers questions with how, when, where and modifies verbs, adjectives, and other adverbs, and others. Surayin (in Ainun 2004:9) defines adverbs as the words or series of words that describe or add

the meaning of the verbs, adjectives, the other adverbs or whole of the sentences.

There are many kinds of adverb classified by meaning, they are:

- 1) Adverb of places, direction, and arrangement (here, there, in, out, up, down, firstly, secondly, and the other).
- 2) Adverb of times. They are: now, then, immediately, and soon.
- 3) Adverb of degree, amount and number. They are: nearly, almost, little, once, twice, and others.
- 4) Adverbs of manner. They are: well, fast, slowly, and others.

An adverb is modifier verb, adjectives, other adverbs or whole clause. It can be identified by its function in the sentence because all adverbs answer one these questions. Mc Mahan and Susan (in Ainun, 2004:10), explain the use, and give examples of adverbs as follows:

How?

To what degree?

Why?

Where?

True or false

Deirdre had *completely* forgotten about the test.



To what degree?

Her mind was *soon* confused as she wandered the *almost* deserted

↓
When?

↓
To what degree?

Hallways.

When she *successfully* found the classroom, everyone, inside, turned

↓
How

Slowly and started *balefully* at her.

↓
How?

↓
How?

She was *not* wearing shoes or a coat in midwinter; *consequently*, she looked

↓
True or false

↓
Why?

Strange.

As she *slowly* walked *inside*, she realized that she was *surely* dreaming.

↓
How

↓
where

↓
True or false?

Adverbs of manners answer the question how. When how asks about the manner in which something is done, the response is an adverbs of manner. Adverbs of manners modify verbs.

Example:

How do you speak to your students? Slowly and clearly

1. When how ask about an action, the response is by following by
an-in form
By smiling
By nodding

2. When ask about the condition or description of something, the response is an adjectives.

How do Latin Americans like their coffee? Strong

3. How question are sometimes answered by with followed by the name of an instrument or other equipment or method or technique.

How do unlock the door? With a key

He answers with a smile

A few words have the same form whether they are used to modify nouns or verbs.

Used as adjectives	used as adverbs
Bill is fast worker	Bill work fast
He is a hard worker too	He works hard

4. When how asks about a method of transformation or communication, the response is by followed by a singular noun.

By ship	by plane
By telephone	by telegraph
By bicycle	by air mail

A few adverbs are compared by adding –er or –est. to the simple form; as: fast, faster, faster, and fastest. Some are compared irregularly; such as: well, better, best; far, farther, farthest.

One way of talking about the differences between thing is to use more.....than or less.....than with adjectives, adverbs, verbs, or nouns.

Example:

The car is running less smoothly than it used to.

Another way is to use (the) most and (the) last.

5. When how ask about the manners in which some thing Is done, the response is an adverb of manners. Adverbs of manner modify verbs.

How should we prepare our assignments? Carefully

Most of adverbs of manner are formed by adding-ly to adjectives.

They are:

Quick	-----quickly
Careful	-----carefully
Wise	-----wisely

A few words, which end in-lee, are adjectives, not adverbs. They do not have adverbial form and cannot be used to modify verbs, such as:

Friendly

Lonely

Ugly

Homely

C. Some Theories on Language Learning between Male and Female

Male means the sex that does not give birth (Martin H. Manser, 1991:252). Male is the basic term applied to members the sex that is biologically distinguished from the female sex and is used of animals and plants as well as of human beings (Eric. Ed Grove: 2009). Female means the sex that produces young (Martin H. Manser, 1991:153).

The most obvious difference between male and female is in geoclinal difference. But, they also different in many other factors such as ability, interest, and personal traits. Papilla and olds (in sally hartuti2007:16) state that the most consistent different between male and female students accord in personality characteristics and emotional adjustment. Girls are more emotional than boys who are likely to be behavior problem, even as early the preschool year; girls are more affection and these patterns are persisting into adulthood.

The difference in ability is important to be examined especially, in education field. There are some differences in some specific abilities such as verbal abilities involving vocabulary, and mechanical abilities. Papilla and olds (in Mazurka, 2008:14) state that “girls are generally superior in verbal items involving spatial relations, mechanical abilities, and numerical manipulation”.

An important finding of the gender differences in language learning achievement was found by Faraday (in Marzuki, 2008:14). He stated that female students are significantly better than male students on listening comprehension test in the study of 800 university students who take placement test.

Trudgill (in Marzuki, 2008:14) also found that 60 percent for female use – high status speech form while males use non standard, low-status speech forms. In working class-speech, females get 68 percent in over-reporting.

Sunderland (in Marzuki, 2008:14-15) point out that the girls or woman are cooperative attitude which probably suits the language leaning process; while boys or men are cooperative attitude whit suits learning technical field. still in the context of language learning achievement, Trudgill (in Marzuki, 2008:15) found for any given social class, woman are consistently closer in their pronunciation to the prestige from the men.

In addition, Holme (in marzuki, 2008) suggests that woman use more standard speech forms than man in the following ways:

- a. Women are more status-conscious than men.
- b. Women have better behavior than men in society.
- c. Woman is as a subordinate behavior than men in society avoid offending men-and so they must speak carefully and politely.

The development of IQ also reveals certain sex differences. The mean of IQ also reveals certain sex differences. The mean IQ of males increasing slightly after age six, while the female mean tends to go down. This difference may have a cultural explanation.

According to sprinthall (in Marzuki, 2008) says that if society demands more achievement from males than females (and this apparently is the case), and if

achievement of motivation and IQ correlated at all, than perhaps society's emphasis on including the achievement motive is more in males account for this difference.

Learning strategies and styles seem to be related to sexual differences. Research on second language acquisition has identified gender differences in

Learning styles. Oxford and schemes (in selly hartuty, 2007:18) begin to believe that all styles differences might represent a dichotomy of human variation: people who are global and who are analytic. The characteristics of this have two kinds of learning strategies which can be seen as follow bellow:

TABLE II.1

The Differences in Learning Strategies of Male and Female Students

Global (Females)	Analytics (Male)
Subjective	Objective
Feeling	Thinking
Dependent	Independent
Right brain dominant	Left brain dominant
Not talkative	Very talkative
Co-operative	Competitive
Very ambitious	Not ambitious

Belenky et al. (in Selly Hartuty: 2007) find that women interviewed about “how the knowing”, prepared a subjective, feeling, oriented, global style rather than an objective, thinking, oriented, analytic style. Male and female may take different routes when learning a new language. Males tend to favor objective. They have tendency to learn the rules, facts and the logic of the language they learn. Females in learning a new language are usually subjective. They put the priority in the use in their feelings, cultural sensitivity and empathy.

The relationship between field independent/dependent and language learning is not clear-cut. In relation to this, Oxford and Sunderland (in Selly Hartuty, 2007:19) say the field independent learner, often males, may have an advantage in analytical reasoning tasks. Field independence individual, often females, may have an edge in non analytical aspect of communicative competence such as a sociolinguistic competence, discourse competence and strategic competence Oxford and Labarca (in Selly Hartuty, 2007).

Sunderland (in Selly Hartuty, 2007) also points out that in learning process, girls or women are more co-operative. They usually work together in doing something. Boys or men are more competitive, an attitude which is suitable with learning technical fields.

According to Narayan (in Selly Hartuty, 2007), gender and language learning strategy used some differences between males and females students based on the following table:

TABLE II.2**The Differences between Males and Females Students in Learning**

Bacon (1992)	No difference between the sexes
Gardner and Lambert (1972)	Female learner are more motivated than male learners
Spolsky (1989)	Girl have more positive attitude toward speakers of the target language
Ludwig (1983)	Male leaners are more instrumentally motivated
Bacon and finnemann (1992)	Female learners of l2 spanish at university level had a stronger instrumental motivation
Bacon (1992)	Man use translation strategies mote than women

One obvious explanation for females' greater success in L2 learning in classroom setting is that they generally have more positive attitudes. There also exist conflicting research on how sex and gender affects second language acquisition and whether one gender is more successful than the other Ellis, Narayan (in Selly Hartuty, 2007:20).

1. Female are better at rejecting form of language that are not proper.
2. Female have better skills.
3. Female are more concerned with input (listening).
4. Males are less sensitive.

5. Males tend to stick to form that may not be correct.
6. Males more concerned with output (Talking).
7. Males think more analytically than females.

D. Relevant Research

Dealing with research that has been done by Marzuki (2008) entitle “ The comparison on the mastery of “BE” in simple sentences between male and female students at the second year of SMAN I Sabak Auh kab Siak. The main concern of his study the is discussion of the comparison on the mastery of “BE” in simple sentences between male and female students at the second year of SMAN I Sabak Auh.

He wants to find out there is or no significant different between male and female students in mastering “BE” in simple sentences. The result indicates that there is significant difference between male and female students of SMAN I Sabak Auh on the mastery of “BE” in simple sentences. The ability of the female students in mastering “BE” in simple sentences is better than male students.

Based on the research that has been done by Ainun (2004) entitle” the students’ efforts in mastering adverbs of manners at English sentence formation at the second years of MTs Muhammadiyah Sungai Apit”. She wants to find out how is the students’ efforts in mastering adverbs of manner at English sentence formation and the factors that influence the students’ effort in mastering adverbs of

manner at English sentence formation. She took 42 students as the sample of the research.

Based on the data collected, the writer concluded that there are numerous influential factors on efforts done by the students of MTs Muhammadiyah Sungai Apit in mastering adverbs of manner at English sentence formation. The first, motivation that come from the students' heart that is call intrinsic motivation and motivation tat comes from the out side of the student them selves that is called as extrinsic motivation such as from teacher and mark.

Based on the research that has been done by Siti Rosmaya Fatrah(2009) entitle" the comparison on the students` ability in differenting uncountable nouns between male and female students at the second year of junior high school 1 perawang. The main concern of his study the is discussion of the comparison on the students` ability in differenting uncountable nouns between male and female students at the second year of junior high school.

She wants to find out there is or no significant different between male and female students in differenting uncountable nouns. The result indicates that there is significant difference between male and female students in differenting uncountable nouns. The ability of the female students in differenting uncountable nouns better than male students.

Based on the research that has been done by St dawiyah handayani (2008) entitle" male and female students ability in writing narrative paragraph at the second

year of senior high school (SMAN) 1 rateh pulau sikijang. The main concern of her study the is discussion of the comparison on the students` ability in writing narrative paragraph between male and female students at the second year of junior high school.

She wants to find out there is or no significant ability in writing narrative paragraph between male and female students at the second year of junior high school. The result indicates that there is no significant difference in writing narrative paragraph between male and female students at the second year of junior high school.

F. Operational concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. In this research, the writer concludes several factors to be operated which describe operational concept.

The indicators are as follows:

1. Both male and female students are master to answer the question dealing with adverbs of manner.
2. Both male and female students are master to answer the question adverbs of manner which ending in-ly.
3. Both male and female students are master to answer the question adverbs of manner which do not ending in-ly.
4. Both male and female students are master to identify the sentence that ending in-ly is adverbs of manner or no.
5. Both male and female students are master to identify the sentence that do not ending in-ly is adverbs of manner or no.

G. Assumption and hypothesis

1. Assumption

This research is based on the assumption which both male and female students have studied about “adverbs of manner” above however; they may have difference scores and competences in their mastery.

2. Hypothesis

Based on assumption above, the writer intends to make a comparison of male and female students mastery of “adverbs of manner”, the hypothesis of the study can be stated as follows:

Ha: There is significant different in the mastery of “adverbs of manner” between male and female students at the second year of SMPN 4 Siak Hulu.

Ho: There is no significant different in the mastery of “adverbs of manner” between male and female students at the second year of SMPN 4 Siak Hulu.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Location of Research

This research was done on November, 19 2009 to December, 2 2009

This research was conducted at the second year of SMPN 4 Siak Hulu. Which take place on Lembah Damai street, pandau jaya village, Siak Hulu, Kampar district, Riau. In SMPN 4 Siak Hulu there are 24 classes. 8 classes for the first year or class VII, 8 classes for the second year or class VIII, and 8 classes for the third year or class IX.

B. Subject and Object of Research.

The subject of this study are two groups male and female students at SMPN 4 Siak Hulu, and the object of this research is the students` mastery on adverbs of manner at sentences.

C. Population and Sample of the Research

The population of this research is the second year students of SMPN 4 Siak Hulu. They consist of eight classes. The total population is 304.

Because the number of population is big, the writer takes the sample theory by Arikunto (2006:134) He says that if the subject of population is big, it can be taken between 10-15% or 20-25% or more of population. The writer took 10% of the population. Its means the writer takes 30 samples.15 students come from male students and 15 students come from female students who learn at the second year of SMPN 4 Siak Hulu. The population of the sample as follows

TABLE III.1
Table of Population and Sample

No	Classes	Males	Females	Population
1	VIII.1	15	22	37
2	VIII.2	19	21	40
3	VIII.3	12	23	35
4	VIII.4	20	21	41
5	VIII.5	22	17	39
6	VIII.6	17	25	42
7	VIII.7	20	14	34
8	VIII.8	20	16	36
	Total	145	159	304

D. Data Collecting techniques

Test

To collect the data, the writer used instrument test. This technique was used to measure the students' mastery of adverbs of manner. The writer administered the test to the students. It consists of multiple choice test it was focused only in the used of "adverbs of manner" the students were tasked to chose one of the four options provided for each test item. The test was taken from some resources (English Sentence Structure written by Robert Krohn,

Salah Benar Dalam Bahasa Inggris written by Drs. Murdibjono, M.A, English Grammar in Use written by Raymond Murphy and Essential English Grammar is also written by him). The total number of the test is 30 items.

In order to know the reliability as the validity of the test, the writer conducted a try out to other students to get reliable test of this research. It was also used to determine the difficulty level and the discrimination index of each test item. The difficulty level on the item show how easy or difficult the particular item provided in the test. The test is accepted if the degree of difficulty is between 0.30-0.70 and it is rejected if the degree of difficulty is less than 0.30 (difficult) or over 0.70 (easy). It is expressed as the percentage of the students who answer the correctly. Heaton (1988, in marzuki ; 2008; 22) states that in calculating the reliability as validity of the test, the following formula is used:

$$FV = \frac{R}{N}$$

In which:

FV = Difficult level

R = the number who answer the item correctly

N = the total number who answer the item

The discrimination index of an item indicate that the extent to which the item discriminate between the students and separating the more able students from less able ones. It was calculated by the following formula:

$$D = \frac{\text{CorrectU} - \text{CorrectL}}{N}$$

D = Discrimination index

U = the number of upper level who answer the item correctly

L = the number of lower level who answer the item correctly

The next step is to compute the reliability of the test. According to Heaton, (in Marzuki; 2008; 23) reliability is necessary of a good test. In order to find the reliability of the test, the following formula is used:

$$r = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{N.S^2} \right]$$

Where:

r = the reliability

N = the number items in the test

M = the mean score on the test for all tests

X = the standard deviation of all the tests

E. Data Analysis Technique

In this research, there are two variables they are. Variables in this study namely Variable X and Y. Variable X refers to male students' mastery of adverbs of manner in English sentences, and variable Y refers to female students' mastery of adverbs of manner in English sentences.

This is a comparison research. So the writer used t-test to know the difference between male and female students mastery of adverbs of manner.

In doing the research the writer took random sampling. The students tasked to answer the test. The test consisted of multiple choices. The students were asked to choose one of the four options provided for each test item. Because the sample is 30 students, the writer use the formula below. (Hartono, 2006: 193) stated, for big sample (≥ 30) which no relation, use the formula below.

$$t_o = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

Explanation

M_x = Means deviations of males students

M_y = Means deviations of females students

SD_x = Standard deviation of males students

SD_y = Standard deviation of females students

N = Number students

In measuring Students mastery, the writer used test. according to standard curriculum in analyzing the result testing of the students, David Haris (1969, in Marzuki, 2008:25) the writer fixed the score as follow:

TABLE III.2
STANDARD SCORE

Score	Quality
90-100	Excellent
80-89	good
70-79	Fairly good
60-69	fair
0-59	poor

F. The Result of the Try Out

After analyzing, the result of try out, it was found that there are three items rejected. Item number 1, 2, and 16. The items were rejected because the score of validity value above 0.70, it means that the question is too easy to be answered by the students. The result of try out item eases need to be revised.

The writer calculated mean score of the try out it was 19.4, and standard deviation of try out was 4.14 after getting mean score and standard deviation of try out test. The reliability of try out test could be calculated. The reliability of try out

was 0.62, it means that the reliability of the test was high (see the data calculation below).

TABLE III.3

The Mean Deviation of the Try Out Test

Students	Correct Answer	Mean Deviation	Squared
1	24	4.6	21.16
2	23	3.6	12.96
3	23	3.6	12.96
4	23	3.6	12.96
5	22	2.6	6.76
6	22	2.6	6.76
7	22	2.6	6.76
8	22	2.6	6.76
9	22	2.6	6.76
10	22	2.6	6.76
11	21	1.6	2.56
12	21	1.6	2.56
13	21	1.6	2.56
14	21	1.6	2.56
15	21	1.6	2.56
16	20	0.6	0.36
17	20	0.6	0.36
18	20	0.6	0.36
19	20	0.6	0.36
20	20	0.6	0.36
21	19	-0.4	0.16
22	19	-0.4	0.16
23	19	-0.4	0.16
24	19	-0.4	0.16
25	19	-0.4	0.16
26	19	-0.4	0.16
27	10	-9.4	88.36
28	10	-9.4	88.36
29	9	-10.4	108.16
30	9	-10.4	108.16
Total	582		497.88
Mean	19.4		

Data calculation of try out

Mean score of try out test

$$\bar{X} = \frac{\sum x}{N} = \frac{582}{30} = 19.4$$

Standard deviation

$$\begin{aligned} S &= \sqrt{\frac{(x - \bar{x})^2}{N - 1}} \\ &= \sqrt{\frac{497.88}{30 - 1}} \\ &= \sqrt{17.17} \\ &= 4.14 \end{aligned}$$

Reliability of try out test

$$\begin{aligned} r &= \frac{N}{N - 1} \left[1 - \frac{m(N - m)}{N \cdot S^2} \right] \\ &= \frac{30}{30 - 1} \left[1 - \frac{19.4(30 - 19.4)}{30 \cdot 4.14^2} \right] \\ &= \frac{30}{29} \left[1 - \frac{19.4(10.6)}{30 \cdot 17.14} \right] \\ &= \frac{30}{29} \left[1 - \frac{205.64}{514.2} \right] \\ &= 1.03 [1 - 0.40] \\ &= 1.03 [0.6] \\ &= 0.62 \end{aligned}$$

Refer to “r” product moment taraf significant 5% and 1% $0.349 > 0.62 < 0.449$.its means the test is reliable.

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APPENDIX 4

Male / Female

Pilih salah satu jawaban a, b, c, atau d yang benar untuk menjawab pertanyaan dibawah ini.

1. He always works.....
 - a. very hardly
 - b. very hard
 - c. too hardly
 - d. hardly
2. The train moved.....
 - a. fast
 - b. fastly
 - c. good
 - d. goodly
3. Farel studies English.....
 - a. diligently
 - b. diligent
 - c. lone
 - d. lonely
4. Robert goes to school....., because he bought a new motorcycle by his father
 - a. happy
 - b. haply
 - c. very
 - d. every
5. Lusy feels tired....., because her immune system decreasing
 - a. diligently
 - b. lately
 - c. beautifully
 - d. haply
 - e.
 - f. fastly
 - g. good
 - h. goodly
6. I open the door.....
 - a. goody
 - b. very hardly
 - c. slowly
 - d. hardly
7. She can come....if she a lot of money
 - a. oftenly
 - b. easily
 - c. easy
 - d. hard
8. The teacher talk to the students "please listen....."
 - a. suddenly
 - b. friendly
 - c. lonely
 - d. carefully
9. Shiren walks.....when she goes to school
 - a. later
 - b. fast
 - c. loud
 - d. good
10. The goalkeeper played.....
 - a. very often
 - b. very soon
 - c. very well
 - d. later

11. Jane went to Malaysia. yesterday,
her mother sent her....

- a. beauty
- b. nowhere
- c. later
- d. sadly

12. Mrs Tita teach the students.....

- a. well
- b. good
- c. quick
- d. slow

13. 1.The students study English
well

2. the teacher explain clearly

Kalimat-kalimat diatas
merupakan adverbs of manner

- a. no 1 benar dan no 2 salah.
- b. no 1 salah dan no 2 benar
- c. dua-duanya benar
- d. dua-duanya salah

14. a.Wina is beautiful girl.

b.Andy answer the test easily

Kalimat diatas adalah adverbs of
manner

- a. a benar dan b salah
- b. a salah dan b benar
- c. a dan b benar
- d. a dan b salah

15. He speaks.....when the teacher
asked him

- a. loud
- b. silent
- c. Beautiful
- d. wise